

Woodsetts Primary

Inspection report

Unique Reference Number	106926
Local authority	Rotherham
Inspection number	395487
Inspection dates	25–26 April 2012
Lead inspector	Sue Hall

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Simon Tweed
Headteacher	Jane Walker
Date of previous school inspection	12 November 2007
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Introduction

Inspection team

Sue Hall
Doreen Davenport

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed eight teachers in sixteen lessons. They observed two guided group-reading sessions and three activities featuring the teaching of letters and the sounds they make. Inspectors also heard a sample of pupils of mixed abilities read individually. The inspectors held meetings with groups of pupils, with senior leaders and with representatives of the governing body. They also spoke with a small number of parents and carers. Inspectors looked at data about achievement across the school and examined samples of pupils' recent work. They scrutinised documents, including self-evaluation information, the school improvement plan, minutes of governing body meetings and a sample of whole-school policies. They examined evidence regarding the safeguarding of pupils. Inspectors analysed 85 questionnaires received from parents and carers, 18 from members of staff and 126 from pupils.

Information about the school

This is slightly smaller than the average-sized primary school. A large majority of pupils are of White British background and none speaks English as an additional language. The percentage of pupils known to be eligible for free school meals is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. Recently, more pupils than is often seen have entered or left the school other than at the usual time. The school meets the current floor standard, which are the minimum standards expected by the government. There is provision for children in the Early Years Foundation Stage from the age of three. The breakfast club and after-school care are managed by the school and are included within this report. Since the previous inspection there has been an almost full change of teaching staff including the headteacher and several changes of deputy headteacher. The school holds the Quality Mark, Investors in People and Healthy School awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not outstanding because there are inconsistencies in teaching and the rigour with which leaders evaluate the impact of the school’s provision. Following many staffing changes the school has recently entered a more settled phase with teaching staff working well together to help it move forward. The headteacher has a strong vision for school improvement and a determination to provide the best for the pupils.
- The achievement of pupils of all abilities is good. By the time they leave school standards in reading, writing and mathematics are above national averages. Boys and girls read well and with enjoyment. Most write imaginatively and their work is well presented. Standards in mathematics are strengthened by the effective use of classroom computers to check pupils’ understanding.
- The quality of teaching is good. Overall, teachers’ expectations are good and pupils work hard to meet their individual targets. Occasionally, lesson plans do not make the level of challenge for different abilities clear enough. The teaching of the nursery-aged children is not secure enough based on practical learning and at times they have to listen to an adult for too long.
- The behaviour and safety of pupils are good and they have positive attitudes to their learning. They get on well together and there is little evidence of bullying in any form. Pupils have a good understanding of how to keep themselves and others safe.
- Leadership and management of the school are good as is the capacity for further improvement. Senior leaders provide a clear focus on leading teaching including the management of performance and the further raising of standards but the school’s evaluation of its work is not always rigorous enough. As a result, staff and the governing body sometimes have an over-generous view of the school’s effectiveness. While most parents and carers have very positive views about the school, a minority feel that their concerns are not fully considered.

What does the school need to do to improve further?

- Ensure that the quality of teaching is consistently effective by:
 - improving the planning of lessons to ensure that activities are always well matched to the needs of pupils of different abilities
 - checking that provision for children of nursery age is firmly based on the guidance for their age and stage of development.

- Improve leadership and management by:
 - ensuring that the monitoring of the work of the school by senior leaders and, where appropriate, members of the Governing Body takes account of all information and is rigorously evaluative
 - improving the links with parents and carers to enable all to feel well informed and supportive of what the school seeks to achieve.

Main Report

Achievement of pupils

Pupils enter the school with knowledge and understanding that is in line with the expectations for their age. Children in the Early Years Foundation Stage make mainly good progress with those in the Foundation Stage 2 (Reception) group making better progress than the youngest children (Nursery). This is because children in the Nursery are not given enough opportunities to learn through practical activities and sometimes spend too long listening to adults rather than engaging in first-hand practical learning experiences. In the Reception class children's progress increases because imaginative activities and use of the high-quality outdoor learning area support their early learning well.

Data indicate that standards in Key Stages 1 and 2 have been variable in recent years. Sometimes boys in Key Stage 1 have not done particularly well in reading and writing nor have Key Stage 2 girls in mathematics. The school has acted to close gaps in pupils' performance through better tracking of progress and the use of individual targets for improvement. These procedures have proved effective, are embedded across the school and have improved attainment to the extent that there is now little difference between the performance of boys and girls.

Learning and performance in lessons is now good with pupils mostly making good progress, although occasionally this slows when work is not challenging enough. Inspection evidence indicates that standards by the end of Key Stage 2 are above average and while pupils' progress as they move through the school is a little inconsistent due to variations in teaching, achievement is good overall. Disabled pupils and those who have special educational needs receive well-targeted support and make similar progress to their classmates, as do pupils who join the school other than at the usual time. Attainment in reading by the end of Key Stages 1 and 2 is above average and supported effectively by a good range of reading materials and home/school learning arrangements. In Year 5, pupils made outstanding progress in writing a myth based on historical information; very probing questions and the use of

'learning stops' where pupils reviewed their work, coupled with self- and peer-assessment of their writing, ensured that pupils understood clearly what worked well and what could be improved. A minority of parents and carers who completed the inspection questionnaire expressed concern that pupils in Year 6 only practise for end of key stage tests. Scrutiny of pupils' work illustrates a good range and quality of work across the curriculum.

Quality of teaching

A strong feature of teaching across the school is the warm and supportive relationships between staff and pupils with plenty of encouragement that raises their self-esteem, as very well illustrated in Year 2 where pupils grew in confidence in their understanding of hundreds, tens and units. Most teachers plan well for the differing needs of pupils in the classes but occasionally work is not challenging enough, which leads to a dip in the rate of progress. Disabled pupils and those who have special educational needs are taught well and this enables them to make good progress in manageable steps from their starting points. Several members of staff make very effective use of probing questions which engage and challenge pupils to develop their ideas, reflect on earlier learning and knowledge, and have the confidence to share their conclusions. This was notable in Year 4 where both the teacher and support staff used open-ended questions well to encourage pupils to work things out for themselves and explain their thinking when learning about the eight points of the compass. In most classes, good use is made of talk partners where pupils take turns in discussing their ideas with a classmate. Pupils in Year 3 deliberated whether they had enough time for an activity by doubling or using 'near doubles' to check the time available. This ensured their full involvement in all parts of the lesson and supported their social and moral development well. Occasionally, teachers dominate parts of the lesson at the expense of pupils' involvement which reduces their interest and the practical application of new learning.

The learning areas created inside and outside the classrooms are of high quality and stimulating resources are used effectively, as in Year 6 where pupils viewed a video clip to help plan their writing about the journey of the Olympic torch. In Foundation Stage 2, pupils gained first-hand information from a fire-fighter parent visiting the class as part of their topic of 'people who help us'. The curriculum is enriched very successfully through a programme of well-considered educational visits and a wide programme of extra-curricular and booster activities. The before- and after-school provision supports pupils' learning effectively.

Behaviour and safety of pupils

The typical behaviour of the large majority of the pupils is good and they get on happily together. Most pupils say that behaviour is good and that any incidents of unacceptable behaviour are dealt with promptly. Pupils have few concerns about bullying, which they know is not tolerated, and are confident in turning to their teachers for help when needed. They have a clear understanding of different types of bullying, including cyber-bullying. They understand the measures taken to ensure safe usage of the internet. Pupils' moral development is supported well by the school's rewards and sanctions procedures, including through the 'new day' system which staff apply well. In lessons, most pupils demonstrate a positive attitude to

learning and work hard. Occasionally, in answering questions some are reluctant to expand on their ideas without prompting.

Pupils have a good understanding of how to keep themselves safe in and out of school. They play well together and make newcomers welcome. A small number of parents and carers who responded to the inspection questionnaire indicated concerns regarding behaviour. Inspectors found limited evidence of issues identified by the pupils or in the school's behaviour logs, and there have been very few short-term exclusions. Attendance is a little above the national average; it is not higher because of holidays taken in term time. The provision for pupils in the breakfast club and after-school activities is well organised and enjoyed by those attending.

Leadership and management

The headteacher's inspiring vision and drive for further improvement is evident to the whole school community. Senior leaders and the teaching staff share this and, through working well together, have brought about improvements in the school's provision. This includes the leadership of the Early Years Foundation Stage and the use of information and communication technology to support learning across the curriculum. Subject leaders work well with colleagues through a model of coaching and subject review. The curriculum is broad and balanced. It meets pupils' needs well and promotes their spiritual, moral, social and cultural development successfully, particularly in relation to the moral and social aspects of this. Arrangements for safeguarding meet current government requirements. The school promotes equality of opportunity and helps tackle discrimination effectively including through an increasingly effective focus on the achievement of different groups of pupils.

In-service professional development activities contribute well to the school's success in improving pupils' achievement and the quality of teaching. Performance management procedures and the monitoring of teaching and learning are securely in place. Governance is satisfactory. The governing body is very supportive of the school. Although recent governor training opportunities have not been extensive, governors regularly visit the school to gather first-hand evidence about its performance. However, their summaries are very positive and appear generous, focusing mainly on strengths at the expense of rigorous evaluation. This is sometimes also true of senior leaders' monitoring and leads to aspects of school improvement planning lacking clarity.

While most parents and carers who responded to the inspection questionnaire are very pleased with what the school provides for their children, a significant minority expressed their disagreement and concerns about aspects of school life. In particular, they felt that communication with the school is not good and that leaders do not take sufficient account of their concerns. These issues were followed up during the inspection. Inspectors found that the school website is informative. There is an active parents', carers' and teachers' group and an established parents' and carers' forum, although its meetings are not well attended. The school has an 'open-door' policy and members of the governing body make themselves readily available for discussions.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 April 2012

Dear Pupils

Inspection of Woodsetts Primary, Worksop, S81 8SB

Thank you very much for making my colleague and me feel so welcome when we visited your school recently. We enjoyed talking with you and listening to your ideas, especially when chatting to groups of you, hearing readers and looking at your questionnaires. I liked visiting your lessons and particularly enjoyed seeing how those of you in Year 5 were improving the endings to the myths you were writing.

The school provides you with a good education. These are the things we liked best.

- The standards you reach by the end of Year 6 are above average and you make good progress as you move through the school.
- The quality of teaching is good and the teachers make clear what you need to do to reach your targets.
- Your behaviour is good. You get on with adults and other pupils well and know how to keep everyone safe.
- The leadership of the school is good and your headteacher and the staff have lots of ideas to make it even more successful.
- The outdoor areas and your classrooms are attractive, you look after them carefully and they are used well to stimulate your learning and enjoyment.

These are the things we have asked your school to do to make it even better.

- Improve the planning of lessons, including for the very youngest children, so that activities are challenging for you all and support your learning.
- Make sure that school leaders check even more carefully how things are working so that everything is really effective, including the links with your parents and carers.

Yours sincerely

Sue Hall
Lead inspector

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